DOCUMENT RESUME

ED 204 020 PS 012 257

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TITLE Smell, Touch, Listen, Look--Kids Learn, Kids Cook: A Nutrition Education Workshop for Day Care Personnel.
INSTITUTION Wisconsin Univ. - Stout, Menomonie.
SPONS AGENCY Department of Agriculture, Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE 80
NOTE 58p.: Appended is a selective Bibliography of Nutrition Education Materials for Preschool Instruction in Wisconsin.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Annotated Bibliographies: Cooking Instruction: *Day Care: *Educational Resources: *Instructional Materials: Lesson Plans: Nutrition: *Nutrition Instruction: Parent Participation: Preschool Children: *Preschool Education

ABSTRACT

This collection of nutrition education materials is designed for use in inservice training workshops for day care personnel. The document includes a listing of good nutrition concepts, suggestions for cooking in the classroom, meal planning ideas, lesson plan forms and objectives, suggestions for involving parents in nutrition education, and criteria for evaluating nutrition education materials used in preschool classrooms. A list of organizations offering nutrition information and materials and a list of equipment and supply companies featuring early learning materials are also provided. In addition, an annotated bibliography of curriculum guides, audiovisual materials, posters and pictures, cookbooks for the classroom, manipulative materials, and children's books (analyzed for educational level and nutrition concepts) is presented. (Author/JA)

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KIDS LEARN, KIDS COOK!

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SMELL, TOUCH, LISTEN, LOOK -- KIDS LEARN, KIDS COOK

A NUTRITION EDUCATION WORKSHOP FOR DAY CARE PERSONNEL

THIS PROJECT IS FUNDED UNDER A U.S. DEPARTMENT OF AGRICULTURE, NUTRITION EDUCATION AND TRAINING PROGRAM GRANT ADMINISTERED BY THE WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION, FOOD AND NUTRITION SERVICES.

UNIVERSITY OF WISCONSIN - STOUT

PROJECT DIRECTOR: JUDITH HERR

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THE NUTRITION EDUCATION AND TRAINING PROGRAM OF THE U.S. DEPARTMENT OF AGRICULTURE IS AN EQUAL OPPORTUNITY PROGRAM AVAILABLE TO ALL INDIVIDUALS REGARDLESS OF RACE, COLOR, NATIONAL ORIGIN, AGE, SEX OR HANDICAP. PERSONS WHO BELIEVE THEY HAVE BEEN DENIED EQUAL OPPORTUNITY FOR PARTICIPATION, MAY WRITE TO THE SECRETARY OF AGRICULTURE, WASHINGTON, D.C. 20250.

SPRING-SUMMER 1980

smell, touch, listen, look -- KIDS LEARN, KIDS COOK

AGENDA

Introduction

Nutrition Education - What Is It?

- Break -

Nutrition Concepts for Preschoolers

Integration into Curriculum and Classroom Activities

"Cook's Corner" in Your Classroom

- Lunch -

Meals and Meal Patterns

Lesson Planning

Working with Parents

Evaluation of Nutrition Education Materials

Summary

INTRODUCTION

This nutrition education inservice training program for Wisconsin day care personnel and the inservice materials have been made possible by funds provided to the University of Wisconsin-Stout by the Department of Public Instruction, Food and Nutrition Services. The funds are from the Wisconsin Nutrition Education and Training Program (NET). Funds originate from the U.S.D.A. for the development and implementation of programs in accord with PL 95-166. The intent of the law is to provide nutrition education to young children and to provide education on training to their teachers and food service workers.

In the summer of 1979, Wisconsin NET funded the Day Care Materials Project at the University of Wisconsin-Stout. The grant, administered by Dr. Anita Wilson, provided funds to gather nutrition materials appropriate for preschool children and their teachers. Dr. Margaret James and Janice Blean identified, procured, and evaluated almost 200 items.[1]

The current project was funded so that preschool educators and food service workers could:

1) learn how to use materials from the Day Care Materials Project in their classroom,

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[1]James, M.A. and Blean, J.E. Nutrition Education Materials for Preschool Instruction in Wisconsin, November 1, 1979. Food and Nutrition Department, School of Home Economics, University of Wisconsin-Stout, Menomonie, WI 54751.

2) learn how to adapt, if necessary, nutrition education materials for classroom use,
3) learn how to create a classroom environment which encourages young children to develop positive attitudes about food and nutrition, and
4) receive information about nutrition and nutrition education so that nutrition education will become an ongoing classroom activity, integrated into the total preschool curriculum.

This project was administered by Judith Herr, director of the Child and Family Study Center. The inservice program materials were developed and implemented by Winifred Morse, R.D., a specialist in the area of early childhood nutrition, and Judith Gifford, an early childhood educator. This workshop, "smell, touch, listen, look: KIDS LEARN, KIDS COOK" resulted from:

1) the needs and interests identified in a preliminary survey of day care personnel (administrators, teachers, and food service workers),
2) the classroom experiences of the project workers,
3) the materials identified in the Day Care Materials Project, and
4) the advice and recommendations of a most talented and interested advisory board.

The program leaders hope that the inservice program and materials will generate continued enthusiasm for nutrition education on the part of all participants. The leaders hope

that participants will continue to use us as an ongoing resource for assistance with nutrition education programs at individual centers.

A project is only successful when many people offer special support and assistance. We would like to extend our gratitude to Mary Jo Tuckwell, NET Program Director; Linda Parkins, Child Care Food Program Specialist; Dr. Anita Wilson, Administrator of the Food and Nutrition Department; and Dr. Karen Zimmerman, Administrator of the Human Development, Family Living and Community Educational Services Department. Finally, we wish to thank Shirley Gebhart for her outstanding secretarial services.

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smell, touch, listen, look: KIDS LEARN, KIDS COOK!

GOALS FOR WORKSHOP PARTICIPANTS

1. To develop an enthusiasm for nutrition education.
2. To increase knowledge of basic nutrition concepts.
3. To develop an understanding of nutrient needs of preschool children and how to meet those needs.
4. To develop an understanding of nutrition concepts and knowledge that are developmentally appropriate for preschool children.
5. To learn how nutrition concepts can be integrated into preschool curricula.
6. To learn methods and techniques for teaching nutrition to preschool children.
7. To learn how food service personnel, classroom teachers, and parents can work cooperatively in implementing nutrition education.
8. To increase an awareness of appropriate nutrition education resources for preschool children, staff, parents.
9. To develop skill in evaluating nutrition education materials for use in the preschool classroom.
10. To provide healthful food/nutrition learning experiences which will assist the preschool children in making informed food choices.

NUTRITION CONCEPTS

The Wisconsin Nutrition Education and Training Program utilizes the following nutrition concepts identified by the White House Conference on Food, Nutrition, and Health and the Interagency Committee on Nutrition Education as the platform for curriculum development and materials evaluation:

I. Nutrition is the process by which food and other substances become you. The food we eat enables us to live, to grow, to keep healthy and well, and to get energy for work and play.

II. Food is made up of certain chemical substances that work together and interact with body chemicals to serve the needs of the body.
   (a) Each nutrient has specific uses in the body.
   (b) For the healthful individual the nutrients needed by the body are usually available through food.
   (c) Many kinds and combinations of food can lead to a well-balanced diet.
   (d) No natural food, by itself, has all the nutrients needed for full growth and health.

III. The way food is handled influences the amount of nutrients in the food, its safety, appearance, taste, and cost; handling means everything that happens to food while it is being grown, processed, stored and prepared for eating.

IV. All persons, throughout life, have need for about the same nutrients, but in varying amounts.
   (a) The amounts needed are influenced by age, sex, size, activity, specific conditions of growth, and state of health, altered somewhat by environmental stress.
   (b) Suggestions for kinds and needed amounts of nutrients are made by scientists who continuously revise the suggestions in the light of the findings of new research.
   (c) A daily food guide is helpful in translating the technical information into terms of everyday foods suitable for individuals and families.

V. Food use relates to the cultural, social, economic, and psychological aspects of living as well as to the physiological.
   (a) Food is culturally defined.
   (b) Food selection is an individual act but it is usually influenced by social and cultural sanctions.
   (c) Food can be chosen so as to fulfill physiological needs and at the same time satisfy social, cultural, and psychological wants.
   (d) Attitudes toward food are a culmination of many experiences, past and present.

VI. The nutrieints, singly and in combinations of chemical substances simulating natural foods, are available in the market; these may vary widely in usefulness, safety of use, and economy.

VII. Foods play an important role in the physical and psychological health of a society or a nation just as they do for the individual and the family.
   (a) The maintenance of good nutrition for the larger units of society involves many matters of public concern.
   (b) Nutrition knowledge and social consciousness enable citizens to participate in the adoption of public policy affecting the nutrition of people around the world.

NUTRITION CONCEPTS FOR PRESCHOOL CHILDREN

1. There is a wide variety of food.

2. Plants and animals are sources of food.

3. Foods vary in color, flavor, texture, smell, size, shape, and sound.

4. A food may be prepared and eaten in many different ways (raw, cooked--apples, applesauce, baked apples).

5. Good foods are important to health, growth, and energy.

6. Nutrition is how our bodies use the foods we eat for health, growth, and energy.

7. Food may be classified according to the following categories:
   a. milk
   b. meat
   c. dried peas and beans
   d. eggs
   e. fruits
   f. vegetables
   g. breads
   h. pastas
   i. cereals, grains, and seeds
   j. nuts

8. A good diet includes a wide variety of foods from each of the food categories.

9. There are many factors which enhance eating certain foods:

   a. aesthetics of food
   b. method of preparation
   c. cleanliness, manners
   d. environment/atmosphere
   e. celebrations/special holidays

10. We choose the foods we eat for many reasons:

   a. availability
   b. family and individual habits
   c. aesthetics of food
   d. social and cultural customs
   e. mass media

THE "COOK'S CORNER" IN YOUR CLASSROOM

An early childhood teacher who integrates cooking experiences into the classroom curriculum is always concerned with minimizing potential health and safety hazards and maximizing learning. Some helpful "hints" for classroom cooking include:

1. Pick a special place that's away from the mainstream of classroom activity. If you plan on doing a lot of classroom cooking, the place you choose could permanently become your "Cook's Corner".

2. Protect your table by covering it with a flannel-backed plastic tablecloth or oilcloth (sold by the yard at most fabric or variety stores). The flannel backing helps to keep the tablecloth/oilcloth from slipping.

3. Work with only a small group of children at a time. If you wish to work with only four "cooks", have just four aprons available. Older children enjoy writing a formal waiting list, but numbered beads on elastic "bracelets" make waiting easier for the younger child to understand.

4. Have the recipe, ingredients, clean-up supplies, and utensils ready on a tray <u>before</u> you begin. If a parent/volunteer unexpectedly drops in, you'll be prepared to enlist their on-the-spot assistance.

5. If using recipe cards, keep instructions short, clear, and sequential. Picture symbols, food labels, numerals, single words and short phrases make recipes easy for a young child to "read".

6. Washing hands in hot, soapy water and wearing aprons is important "health insurance" for <u>all</u> cooks.

7. Other health and safety precautions:

   a. Use plastic serrated knives, tongue depressors, or small, sharp (not dull!) knives to cut with.

   b. Cut on cutting boards.

   c. Cut by sawing instead of chopping.

   d. Cut slippery, round vegetables in half lengthwise to provide a flat cutting surface for the child.

   e. Tasting is reserved for "tasting spoons" only. (You can "color code" your cooking spoons by dipping the handle in red paint or nail polish.)

   f. Minimize clean-up difficulties by having a sponge and wipe-up rag handy for spills.

g. When using a heat source to cook with, always have constant adult supervision!!!

h. Code all heat sources with a symbol--a bright red flame (painted on with fingernail polish) immediately conveys the message "HOT!" to children.

i. Provide a hand rest for the extra hand when children are cooking with a heat source.

j. Avoid recipes that require deep fat frying or that have the potential for hot grease spatters.

k. Glass ("see-through") saucepans enable the children to safely see the food as it is cooking.

8. Necessary cooking equipment is determined by your center's facilities and your curriculum.

9. Cooking with young children is merely food preparation and serving. A cooking experience may be as simple as washing raw vegetables or as complex as baking whole wheat yeast bread. (We even "cook" with infants and toddlers--peeling and sectioning oranges or stirring up a batch of instant pudding!)

10. Repeated successful experiences build a child's self-confidence. Slight variations may re-kindle interest.

11. Expand cooking experiences to include stories, dramatic play, science, math, and experience charts before and after cooking.

BREAKFAST

1. Breakfast is needed literally to break the 12-14 hour fast.

2. Breakfast supplies the energy needed for the morning's work.

3. Children who eat a good breakfast perform better both mentally and physically.

4. The mind of a hungry child is on his/her stomach--not on your curriculum!

5. A good breakfast is one which contains foods from several food categories--one of which is a good source of protein.

6. A good breakfast pattern is that used by the U.S.D.A. Child Care Food Program:

Juice or Fruit Cereal Milk (part for cereal) Butter or Margarine	or	Juice or Fruit Protein-rich Food Bread Milk Butter or Margarine

7. As the breakfast patterns suggest, breakfasts can be composed of both traditional and non-traditional foods from each of the food categories. (See snack handout for ideas.)

8. If children arrive at the center at different times (or with different appetites!), a self-serve breakfast table allows for individual breakfast preparation. Some suggestions for the table:

   Pre-portioned servings or pre-cut pieces of foods from the food categories
   Individual child-size pitchers of milk and juices
   Dried cereals (unsweetened)
   Hard cooked eggs
   Biscuits, muffins, etc. and various spreads
   A toaster which children can use

9. Avoid presweetened cereals. If children like their cereal sweet, let them add their own sugar to their individual tastes.

Cooking at Breakfast:

Breakfast is a good time to incorporate cooking experiences. Foods are simple. With staggered arrivals, the cooking center would not become over-crowded. This could be a daily event or reserved for a special day of the week--Fridays seem to work well. Some traditional and non-traditional items that children could easily make are:

Fresh squeezed juices
Egg "McDay Care"
Deviled eggs
Tomato stuffed with scrambled eggs
"Eggs-in-a-basket" of bread
Eggs-foo-yung
Omelets with infinite fillings
Hashed brown potatoes with a poached egg on top
Cheesy mashed potatoes
Potato pancakes
Pizza or Breakfast Pizza
Tacos or burritos
Soups
Sandwiches: toasted cheese
peanut butter and jelly waffles or french toast
egg salad with lettuce and tomato
hamburgers
hot dogs
tuna salad with cheese
Fish sticks
Pigs in a blanket
Meatballs
Grits, mush, scrapple
Hot cereal topped with fruit, ice cream, or yogurt
Wheat berries or rolled wheat cooked as a hot cereal
Surprise muffins with different fillings
Salads - carrot raisin
fruit salads
vegetable salads
Baked apples with raisins and nuts
Stuffed fruits
Raisin-peanut mix
Yogurt with fruit and granola
Milk shakes, milk/fruit or juice blends
Bread, rice, pumpkin, egg noodle puddings/custards
Pancakes with fruit faces
Cottage cheese pancakes
As a change from syrup for pancakes and waffles, why not try:
applesauce
fruit sauces (a thin cranberry sauce is especially good)
sliced and slightly sugared fruits
thin custard sauce or pudding
scoop of ice cream
chopped nuts
peanut butter
cheese spreads
creamed hard-cooked eggs
creamed chicken, chipped beef, etc.

LUNCH/SUPPER

1. A meal pattern, such as that used in the U.S.D.A. Child Care Food Program, helps to ensure that children receive a variety of foods that contain the proper nutrients.

   Protein-rich food (main dish)
   Vegetable and/or fruit (at least two different kinds)
   Bread (enriched or whole grain) (rice, pasta, bulgar)
   Butter or margarine as needed
   Fluid milk
   (Dessert)

2. This meal pattern allows for many different foods from the 10 food categories, ethnic foods, holiday meals, and meals for special occasions.

3. Try different meal settings--picnics, smorgasbords, meals on the floor, meals in a different area of the classroom, dinner by flashlight. (A wise choice of foods will help to minimize spills.)

4. When children bring lunches from home, parents should be encouraged and given ideas to use this same meal pattern.

5. Have an on-going favorite recipe exchange between the parents and center.

6. Encourage children and parents to help plan meals.

7. Even if they have been fortified with vitamin C, fruit drinks, punches, and aides are <u>not</u> juice substitutes. Pure unsweetened juices have vitamins and minerals other than vitamin C, less sugar, and fewer additives.

8. Encourage the use of whole grain products. If whole grains are not used, cereal and bread products should specify (on the label) that they are made with enriched flour.

9. Everyday (whether at breakfast, snack, or lunch) a rich source of vitamin C (ascorbic acid) should be served:
   - citrus fruits and juices
   - melons
   - berries in season
   - broccoli
   - "greens" (spinach, kale, collard, beet greens, etc.)
   - tomatoes
   - green pepper
   - cabbage

10. Since cooking destroys vitamin C, raw or minimally cooked vegetables will provide the most vitamin C.

11. Every other day the menu should include a good source of vitamin A. Dark green leafy and deep yellow vegetables are rich sources of vitamin A. (A rule of thumb--the darker the color, the more vitamin A.) Good sources are:
    - sweet potatoes and yams
    - carrots
    - winter squashes
    - pumpkin
    - apricots and peaches
    - cantaloupe
    - "greens" (dark! -- not lettuce)
    - plums
    - asparagus (in season!)
    - broccoli

    And last, but not least--liver!

12. Generally speaking, whole milk is preferable for preschool children. If skim or low-fat milks are used, be sure they are fortified with vitamins A and D.

13. Variety is not only the "spice of life" but also the key to good nutrition. Use many different foods and food combinations in your menus.

14. Serve foods attractively to encourage good appetites. Variety in color, texture, shape, flavor, and temperature is as important as variety in food choices.

15. Desserts are optional and should be chosen with care. Desserts can be a good way to add needed calories and nutrients. Rich, sugary empty calorie desserts should be avoided. Carrot cake and pumpkin pie, while high in sugar and calories, do have the advantage of containing vitamin A. Oatmeal and peanut butter cookies are preferable to sugar cookies. Puddings and custards are good sources of extra protein and calcium. Desserts should not be served with every meal. When desserts are served, they should not be given special emphasis or treatment. They are part of a well-balanced meal--just like milk and vegetables.

MEALTIME TIPS

Learning to enjoy food and finding mealtimes fun depends to a great extent on the way the food is offered. The following suggestions promote an environment in which good eating habits develop naturally.

1. Provide a quiet time or activity just before meals and snacks so that the mealtime atmosphere is friendly and relaxed.

2. The physical setting should be suitable for children--tables, chairs, dishes, glasses, silverwear, and serving utensils should be child-sized.

3. An adult eating at the table with each group of children sets a good example. This is important, as children sense and quickly adopt adult attitudes toward foods.

4. Small groups of children eating together with a staff member encourage pleasant, meaningful conversations.

5. Serve meals that are interesting and attractive from the standpoint of color, texture, flavor, and temperature. Eating one soft, one crisp, one chewy food each meal helps to stimulate children's discussion of foods.

6. Allow the children to serve themselves. Encourage tasting, but de-emphasize the "clean plate" idea. Children need to learn about their own appetites.

7. Be prepared for spills with a clean-up "system"--perhaps a dampened sponge at each table. Spills are a normal occurance for children (and some adults). Do encourage the child to wipe up his/her own spill.

8. Time the meals to satisfy the children's food needs. It is generally recommended that meals and snacks be one to one and a half hours apart.

9. Introduce new foods frequently, but only one at a time. Classroom activities about the new food prior to its being served will encourage acceptance--or at least tasting. Additionally, children who have helped to prepare a food are usually eager to taste it.

10. Involve the children in the table setting routine. Use a complete table setting including napkins. A tablecloth, or individual placemats with plate, glass, and silverware drawn on it encourage the development of eye-hand coordination.

11. Colorful table arrangements intrigue young children. Child-created centerpieces are usually held in high esteem by the entire group.

12. Avoid artificial incentives to get the child to eat. Such practices as telling stories while the child eats, finding the picture in the bottom of the dish, or using dessert, candy, or some pleasure as rewards may prevent the development of good eating habits. Praise and encouragement are much better incentives.

13. Dessert may be served as part of a well-balanced meal. Food is never to be used as a reward or withheld as a punishment.

14. Create an atmosphere at the table of acceptance and respect for each child as an individual--the meal will then be emotionally as well as nutritionally satisfying.

SNACKS

POINTS TO REMEMBER:

1. CHOOSE SNACKS FROM THE BASIC FOOD CATEGORIES.

2. PLAN SNACKS BASED ON THAT DAY'S MENUS. (PLAN FOR NUTRIENTS, COLOR, TEXTURE, INTRODUCTION OF NEW FOODS, ETC.)

3. PLAN SIMPLE SNACKS--MOST DON'T NEED A RECIPE.

4. SERVE FOODS SIMPLY BUT ATTRACTIVELY--EMPHASIZE FINGER FOODS.

5. AVOID SWEET SNACKS.

6. A SNACK IS NOT A MEAL--KEEP SERVING SIZES SMALL.

7. SERVE A.M. AND P.M. SNACKS AT LEAST 1½ HOURS BEFORE THE NEXT MEAL.

8. SNACK TIME IS OFTEN THE EASIEST TIME TO INVOLVE CHILDREN IN A "COOKING" PROJECT. BECAUSE OF THE SIMPLICITY OF SNACKS, THIS CAN OFTEN BE DONE ON A DAILY BASIS.

SNACK NON-RECIPES

Milk

1. Dips (yogurt, cottage cheese)
2. Cheese (balls, wedges, cutouts, faces, etc.)
3. Yogurt and fruit
4. Milk punches made with fruits or juices
5. Conventional cocoa
6. Cottage cheese (with vegetables, pancakes)
7. Cheese fondue (preheated, no open flame in classroom)

Meat

1. Meat strips, chunks, cubes (beef, pork, chicken, turkey, ham, fish)
2. Meat balls, small kabobs
3. Meat roll-ups (cheese spread, mashed potatoes, spinach or lettuce leaves)
4. Meat salads (tuna, other fish, chicken, turkey, etc) as spreads for crackers, stuffing for celery, rolled in spinach or lettuce).
5. Sardines

Eggs

1. Hard boiled
2. Deviled - use different flavors!
3. Egg salad spread
4. Egg foo-yung
5. Eggs any style that can be managed
6. Eggs as a part of other recipes.
7. Red beet or pickled eggs.

Fruits

1. Use standard fruits, but be adventurous: pomegranates, cranberries, pears, peaches, apricots, plums, berries, pineapples, melons, grapes, grapefruit, tangerines
2. Kabobs and salads
3. Juices and juice blends
4. In muffins, yogurt, milk beverages
5. Fruit "sandwiches"
6. Stuffed dates, prunes, etc.
7. Dried fruits (raisins, currents, prunes, apples, peaches, apricots, dates, figs)

Vegetables

1. Again--variety! Sweet and white potatoes, cherry tomatoes, broccoli, cauliflower, radishes, peppers, mushrooms, zucchini, all squashes, rutabagas, avocados, eggplant, okra, pea-pods, turnips, pumpkin, sprouts, spinach
2. Most any vegetable can be served raw--with or without dip
3. Salads, kabobs, cutouts
4. Juices and juice blends
5. Soup in a cup (hot or cold)
6. Stuffed--celery, cucumbers, zucchini, spinach, lettuce, cabbage
7. Vegetable spreads

Dried Peas and Beans

1. Peanuts, kidney beans, garbanzos, limas, lentils, yellow and green peas, pintos, black beans
2. Beans and peas mashed as dips or spreads
3. Bean, pea, or lentil soup in a cup
4. Roasted soybean - peanut mix
5. 3 bean salad

Breads

1. Use a variety of grains--whole wheat, cracked wheat, rye, cornmeal, oatmeal, buckwheat, rolled wheat, wheat germ, bran, grits.
2. Use a variety of breads (tortillas, pocket breads, crepes, pancakes, English muffins, muffins, biscuits, bagels, popovers)
3. Toast (plain, buttered, with spreads, cinnamon)
4. Homemade yeast and quick breads
5. Fill and roll up crepes, pancakes
6. Waffle sandwiches

Pastas--

whole grain and spinach, too!

1. Different shapes, thicknesses
2. Pasta with butter and poppy seeds
3. Cold pasta salad
4. Lasagne noodles--cut for small sandwiches
5. Chow mein noodles (wheat or rice)

Cereals, grains, seeds

1. Granola
2. Slices of rice loaf
3. Dry cereal mixes (not pre-sweetened')
4. Seed mixes (pumpkin, sunflower, sesame, poppy, caraway
5. Roasted wheat berries, wheat germ, bran as roll-ins, toppers, or as finger food mix
6. Popcorn with toppers of grated cheeses, flavored butters, mixed nuts

Nuts

1. Nut butters
2. Nut mixes
3. Chopped nuts as toppers or to roll other foods in
4. Chopped nut spreads
5. Nut breads
6. Peanut butter--on, in, around, over, with just about anything!

Child Care Food Program

U.S. DEPARTMENT OF AGRICULTURE / FOOD AND NUTRITION SERVICE / WASHINGTON, D.C.
February 1976 FNS-154

The U.S. Department of Agriculture's Child Care Food Program helps get nutritious meals to preschool and school-aged children in child care facilities. Through USDA grants-in-aid or other means, States can initiate, maintain, or expand nonprofit food service programs for children in institutions providing child care.

WHAT ARE THE ELIGIBILITY REQUIREMENTS FOR INSTITUTIONS?

Any licensed public or private nonprofit institution providing nonresidential day care services may be eligible. Such institutions include, but are not limited to, day care centers, settlement houses, recreation centers, family day care programs, Head Start centers, and institutions providing day care service for handicapped children. Participating institutions must serve nutritious meals to all children regardless of race, color, or national origin.

WHAT ASSISTANCE IS AVAILABLE TO INSTITUTIONS?

USDA gives funds to eligible institutions for costs involved in obtaining, preparing, and serving meals meeting USDA requirements. Commodities, or cash in lieu of commodities, are available to supplement the meal service. In addition, the administering agency is available to provide technical assistance.

HOW DOES AN INSTITUTION APPLY FOR THE PROGRAM?

Institutions interested in the program may apply directly to the agency administering the program in individual States. To obtain the name of the appropriate agency in your State, write to the Food and Nutrition Service, U.S. Department of Agriculture, Washington, D.C. 20250.

WHAT IS THE LEGISLATIVE HISTORY OF THE PROGRAM?

The Special Food Service Program, summer and year round, was authorized in 1968 under Section 13 of the National School Lunch Act and began operating in December of that year. Recent changes which include dividing this program into two independent programs—the Child Care Food Program and the Summer Food Service Program for Children—have been authorized under the Amendments of 1975 to the National School Lunch Act and Child Nutrition Act of 1966.

This publication supersedes FNS-79, "Special Food Service Program for Children."

PS

SELECTIVE BIBLIOGRAPHY OF NUTRITION EDUCATION MATERIALS FOR PRESCHOOL INSTRUCTION IN WISCONSIN

THIS PROJECT IS FUNDED UNDER A U.S. DEPARTMENT OF AGRICULTURE, NUTRITION EDUCATION AND TRAINING PROGRAM GRANT ADMINISTERED BY THE WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION, FOOD AND NUTRITION SERVICES.

UNIVERSITY OF WISCONSIN - STOUT

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SPRING-SUMMER 1980

Credits

In the summer of 1979, Dr. Margaret James and Janice Blean identified, procured and evaluated almost 200 preschool nutrition education items. From the original bibliography, the authors have selected the most useful resources. Additional resources have been identified and these have been included in a framework that will assist teachers in a classroom setting.

How to Use This Guide

This guide has been designed to aid the early childhood educator, early childhood education nutrition specialist, and food service personnel in selecting appropriate curriculum guides, audiovisual materials, posters and pictures, cookbooks for the classroom, manipulative materials, and children's books. All of the children's books have been analyzed. The graph on pages 9-13 indicates the nutrition concepts that can be taught using each children's book. Individual books have also been analyzed for level of difficulty: easy, moderate, advanced.

M. A. James and J. E. Blean, Nutrition Education Materials for Preschool Instruction in Wisconsin, November 1, 1979. Food and Nutrition Department, School of Home Economics, University of Wisconsin-Stout, Menomonie, WI 54751

CURRICULUM GUIDES

NUTRITION IN A CHANGING WORLD, A CURRICULUM FOR PRESCHOOL, NURSERY-KINDERGARTEN, Marbach, Plass, O'Connell. Nutrition Foundation, Office of Education and Public Affairs, 888 17th St., N.W., Washington, D.C. 20006, 1978, Curriculum guide, $9.00.

This is a well-organized curriculum designed to be fun as well as informative for students and teachers. It is designed for 3, 4, and 5 year olds and contains 29 units. Some of the topics covered are: sensory enjoyment of food, parts of plant foods, food groups, good breakfasts, and food sanitation.

EARLY CHILDHOOD NUTRITION PROGRAM, Olson, Randall, Morris, Division of Nutritional Sciences, Cornell University, Mailing Room 7, Research Park, Cornell University, Ithaca, N.Y., 14853, Curriculum guide, $20.00.

The components of this nutrition curriculum are: 1) Educator's Guide: Food Experiences for Young Children, 2) Nutrition Activities: Preschoolers and Parents, 3) Early Childhood Educator's Nutrition Handbook, 4) Parents and Preschoolers: A Recipe for Good Nutrition (A Flip Chart). The focus of this very good curriculum is on the integration of food and nutrition concepts both at home and at school. Emphasis is also placed on the negative nutrition messages children receive through mass media advertising.

FOOD . . . EARLY CHOICES, National Dairy Council, Rosemont, IL. 60018, c 1979, Curriculum Guide, $

This excellent curriculum is composed of many parts--teacher guide, learning activity cards, resource materials (including a puppet, food models, mat for games, deck of food cards) and parent materials. It is designed to be used with preschool children and their parents, with emphasis on the child's positive experiences with food.

AUDIOVISUAL MATERIALS

Films/Filmstrips

A VISIT WITH FARMER JOE, Journal Films, 930 Pitner, Evanston, IL 60202, 1975, Film, $165.00.

This filmed visit to a dairy farm, with side visits to a sheep and pig farm, is designed to give youngsters some ideas of the origins of some food products.

THE SNACKING MOUSE, The Polished Apple, 3742 Seahorn Drive, Malibu, CA 90265, 1977, Filmstrip and Audio Cassette, $21.75.
This short filmstrip serves as an excellent introduction to the subject of snacking through the humorous approach of a "snacking mouse".

LET'S GUESS, WHAT FOOD IS IT?, Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611, filmstrip, $
This filmstrip consists of clear, colorful photographs of various foods. It is an excellent tool to use in teaching basic food concepts to young children.

Poster/Pictures

WE ALL LIKE MILK, The Dairy Council of Wisconsin, Inc., 12345 W. Capital Drive, Milwaukee, Wisconsin 53222, 1978, Photographs, $3.00.
This series of photographs of mammals of different groupings, size, and age, portray the concept that all mammals consume milk as their first food. A teacher's guide is included.

WHAT WE DO DAY BY DAY, The Dairy Council of Wisconsin, Inc., 12345 W. Capital Drive, Milwaukee, Wisconsin 53222, 1978, Study Prints, $3.00.
A series of pictures of children engaged in daily healthful practices. A teacher guide for each print is included.

MEALS AND SNACKS FOR YOU, The Dairy Council of Wisconsin, 12345 W. Capital Drive, Milwaukee, WI 53222, 1972, Poster Series, $1.20.
Multiethnic Primary students, excellent visualization of meals and snack choices.

DO YOU . . . KEEP YOUR TEETH CLEAN? . . . VISIT YOUR DENTIST? . . . The Dairy Council of Wisconsin, Inc., 12345 West Capital Drive, Milwaukee, WI 53222, Poster.
This poster with captions emphasizes the importance of dental care in the total health program.

FOOD MODELS (SET OF 146), The Dairy Council of Wisconsin, 12345 W. Capital Drive, Milwaukee, WI 53222, 1977, Food Models, $6.00.
A series of life-like, picture food models. Teacher guide included suggests some of the mahy possible uses.

FRUIT, Professional Health Media Services, Inc., Box 922, Loma Linda, CA 92354, 1979, Food Pictures, $.69.
A set of six, slightly larger than lifelike, paper food models.

PLANTS AND FOODS, Instructo Corporation, Paoli, PA 19301, 1969.
This series of 34 flannelboard plant and food models would be especially useful in teaching young children that plants are sources of food.

VEGETABLES AND FRUITS POSTERCARDS, Milton Bradley Co., Springfield, Mass. 01101, 1978.
This excellent poster series will expand the child's knowledge of 30 fruits and vegetables and the way in which each is grown.

FOOD AND NUTRITION TEACHING PICTURES, David C. Cook Publishing Co., Elgin, Ill. 60120, c. 1966, $4.50.
Resource sheets with suggested learning activities accompany these twelve colorful food and nutrition pictures.

NUTRITION, Instructo Corporation, Paoli, Pa 19301
These twenty-one colorful flannelboard cutouts of food may be used to effectively teach food identification and food classification.

COOKING IN THE CLASSROOM

THE MOTHER-CHILD COOK BOOK, Ferreira, M.J. Pacific Coast Publishers, 4085 Campbell Ave., Menlo Park, CA 94025, 1969, Book, $2.95.
This guide includes ways in which food preparation can be a valuable teaching aid. Includes a variety of recipes for young children.

CREATIVE FOOD EXPERIENCES FOR CHILDREN, Revised Edition, Goodwin, M.T. and G. Pollen. Center for Science in the Public Interest, 1755 S. Street, NW, Washington, D.C. 20009, 1980, Guide, $5.95.
A thorough guide on cooking and other food related experiences for the classroom that is written in straightforward language and well organized form. To obtain full benefit from cooking and other food-related learning experiences, these types of activities should be planned with educational goals in mind.

IT'S MORE THAN A COOKBOOK, Riggs, E. and B. Darpinian. Learning Stuff, P.O. Box 4123, Modesto, CA 95352, 1975, Packet, $19.95.
This kit includes posters, recipe cards, a guide for "grownups", and suggested learning activities for specific cooking experiences. Entire program is cleverly written and illustrated.

MY LEARN TO COOK BOOK, Sedgewick, Ursula. Golden Press, Western Publishing Company, Inc., 150 Parish Drive, Wayne, NJ 07470, 1969, Book, $6.08, ($3.95 to schools and libraries)
Excellent breakdown of recipes into steps; contains colorful illustrations of steps involved in recipes.

KINDERGARTEN COOKS, Edge, Nellie, Peninsula Publishing, Inc., 106 N. Lincoln, Port Angeles, Wa 98362, 1975, $6.95.
Although many of these recipes are for "sweets", the format and illustrations of the recipes may be used for chart-making and creating recipe cards.

CRUNCHY BANANAS, Wilms, B. Peregrine Smith, Inc., P.O. Box 11606, Salt Lake City, UT 84111, 1975, Book, $4.95.
A cook book for teachers and parents of children ages 2-8. Recipes included are easily prepared, appeal to children's tastebuds, and have some nutritional value. Includes suggestions for learning activities.

A CHILD'S COOK BOOK, Veitch, B. A Child's Cook Book, 656 Terra California Drive, No. 3, Walnut Creek, CA 94959, 1976, Book, $4.95.
This well organized cook book for children includes a wide variety of ethnic dishes. Emphasis on nutritious foods. recipes are based on individualized portions.

MORE THAN GRAHAM CRACKERS, Wanamaker, Hearn, and Richarz, National Association for the Education of Young Children, 1834 Connecticut Ave. N.W., Washington, D.C. 20009, 1979, $3.75.
This guide suggests field trips, fingerplays, games and activities to accompany cooking experiences in the preschool classroom.

FIXING AND EATING - FOOD ACTIVITIES FOR YOUNG CHILDREN, Stevens, Harriet A. Campus Stores, The University of Iowa, 17 West College Street, Iowa City, IA 52242, 1974, Book, $3.50.
This book of food activities for young children includes a teacher section, recipes, and sample projects.

COOL COOKING FOR KIDS, McClenahan, P. and I. Jaqua. Fearon Publishers, Inc., 6 Davis Drive, Belmont, CA 94002, 1976, Book, $6.50.
More than a cookbook, this resource is designed to equip preschool teachers with the nutrition information, teaching techniques, activity ideas and knowledge of student abilities to make cooking a strong learning experience.

COOKING IN THE CLASSROOM, Bruno, Janet and Peggy Dakan. Fearon Pitman Publishers, Inc., 6 Davis Drive, Belmont, CA 94002, 1974, Book, $3.25.

A cookbook of recipes that are suitable for young children. Suggestions for using the cooking experiences to teach math and science are included.

KIDS ARE NATURAL COOKS, Ault, R. and L. Uraneck. Houghton Mifflin Co., One Beacon St., Boston, MA 02107, 1974, Book, $6.95.

From the over 60 recipe activities included in this book, preschoolers are encouraged to expand their ability to identify foods, both in original and processed or changed forms. The unusual format of this cookbook suggests recipes for seasons of the year.

SELECTED COOKING EXPERIENCES FOR JEWISH PRE-SCHOOLS, Kargon, M. Board of Jewish Education, Early Childhood Education Dept., 5800 Park Heights Ave., Baltimore, MD 21215, 1975, Book, $2.50.

This cookbook includes recipes designed to broaden the Jewish cultural experience of preschoolers. Recipes emphasize nutritious snacks.

MANIPULATIVE MATERIALS

There are many puzzles, dramatic play accessories, food models, and other manipulative materials available commercially that may be used to enhance the nutrition education curriculum in the preschool or day care center. Materials selected should meet the following criteria:

1) Is the item developmentally appropriate for the preschool child?

2) Is the item accurate and realistic?

3) Is the item durable and/or washable?

4) Is the item colorful and inviting?

5) Can the item be used to teach one or more of the food and nutrition concepts? (e.g. ten food categories, food identification, food sources, food forms, food choices, etc.)

The following is a partial list of early childhood equipment and supply companies:

ABC SCHOOL SUPPLY INC., 437 Armour Circle N.E., Atlanta, Georgia 30324

BECKLEY-CARDY SERVICE, 16306 Glendale Drive, P.O. Box 469, New Berlin, Wisconsin 53151

BOWMAR, 4563 Colorado Blvd., Los Angeles, California 90039

CHILDCRAFT EDUCATION CORPORATION, 20 Kilmer Road, Edison, New Jersey 08817, 1-800-631-5657

COMMUNITY PLAYTHINGS, Rifton, New York 12471

CONSTRUCTIVE PLAYTHINGS, 1040 East 85th Street, Kansas City, Missouri 64131, 1-800-821-3482

CREATIVE PLAYTHINGS, A Division of Columbia Broadcasting Systems, Inc., Princeton, New Jersey 08540

D.L.M., 7440 Natchey Ave., Niles, Illinois 60648

EDMUND SCIENTIFIC CO., 300 Edscorp, Barrington, New Jersey 08007

EDUCATIONAL SERVICES, INC., P.O. Box 219, Stevensville, MI 49127

E.T.A. EDUCATIONAL TEACHING AIDS DIVISION, A. Daigger and Company, 159 W. Kinzie Street, Chicago, Illinois 60610

FISHER PRICE TOYS, East Aurora Erie County, New York, New York 14052

GENERAL LEARNING CORP., Educational Aids, Morristown, New Jersey 07960

IDEAL SCHOOL SUPPLY COMPANY, 11000 South Lavergne Avenue, Oak Lawn, Illinois 60453

JUDY COMPANY, 250 James Street (Sales Office), Morristown, New Jersey 07960

KAPLAN SCHOOL SUPPLY CORPORATION, 600 Jonestown Rd., Winston-Salem, North Carolina 27103, 1-800-334-1980

KENNER PRODUCTS, Cincinnati, Ohio 45202

MCGRAW-HILL BOOK COMPANY, (Educational Games and Aids) Educational Games and Aids Division, 330 West 42nd Street, New York, New York 10042

NASCO, 901 Janesville Avenue, Ft. Atkinson, Wisconsin 53538, 1-800-558-9595 (Wis. 1-800-242-9587)

NOVO, Educational Toy & Equipment, 11 Park Place, New York, New York 10007

NURSERY TIME PRODUCTS, 2315 Sherwood Hills Road, Mankato, Minnesota 55343

PLAYLEARN PRODUCTS, Division of Playground Corp. of America, 2298 Grisson Drive, St. Louis, Missouri 63141

PLAYSCHOOL, 3720 North Kedzie Ave., Chicago, Illinois 60618

SCHOLASTIC BOOK SERVICES, Scholastic Audio-Visual Materials, 906 Sylvan Ave., Englewood Cliffs, N.J. 07632

S.R.A., Science Research Associates, Inc., a Subsidiary of IBM, 259 E. Erie Street, Chicago, Illinois 60611

ST. PAUL BOOK AND STATIONERY, A Lakeshore Curriculum Materials Center, 1233 W. County Rd. "E", St. Paul, Minnesota 55112, 1-800-328-9555 (Minn. 1-800-592-9522)

THE CHILD'S WORLD, P.O. Box 681, Elgin, Illinois 60120

THE INSTRUCTO CORP., 159 Cedar Hollow Rd., Paoli, Pennsylvania, 19301

3 TO 7 PLAYWAYS, St. Paul Book and Stationery Co., 1233 W. County Rd. "E", St. Paul, Minnesota 55112

TONKA TOYS DIVISION, Tonka Corporation, 5300 Shoreline Blvd., Mound, Minnesota 55364

WESTON WOODS, Weston, Connecticut 06883

BOOKS FOR YOUNG CHILDREN

The following listing of books for young children indicates the level of the material (E = easy, M = moderate, A = advanced) as well as the food and nutrition concepts that the book used to teach.

The concepts are coded by number:

1 = There is a wide variety of food.

2 = Plants and animals are sources of food.

3 = Foods vary in color, flavor, texture, smell, size, shape, and sound.

4 = A food may be prepared and eaten in many different ways (raw, cooked--apples, applesauce, baked apples).

5 = Good foods are important to health, growth, and energy.

6 = Nutrition is how our bodies use the foods we eat for health, growth, and energy.

7 = Food may be classified according to the following categories: (a) milk, (b) meat, (c) dried peas and beans, (d) eggs, (e) fruits, (f) vegetables, (g) breads, (h) pastas, (i) cereals, grains, and seeds, (j) nuts.

8 = A good diet includes a wide variety of foods from each of the food categories.

9 = There are many factors which enhance certain foods: (a) aesthetics of food, (b) method of preparation, (c) cleanliness, manners, (d) environment/atmosphere, (e) celebrations/special holidays.

10 = We choose the foods we eat for many reasons: (a) availability, (b) family and individual habits, (c) aesthetics of food, (d) social and cultural customs, (e) mass media.

Title of Book, Author Publication Information	1	2	3	4	5	6	7	8	9	10	Level
AN APPLE IS RED, Curry, Nancy. Bowmar Publishing Company, 4563 Colorado Blvd., Los Angeles, CA 90039, 1967, Book, $4.32.	X		X				X				E
THE CARROT SEED, Krauss, Ruth. Scholastic Book Services, 904 Sylvan Avenue, Englewood Cliffs, NJ 07632, 1945, Book, $1.25.	X	X					X		X		E
THE MAN WHO DIDN'T WASH HIS DISHES, Kraselovsky, Phyllis. Scholastic Book Services, 904 Sylvan Avenue, Englewood Cliffs, NJ 07632, 1950, Book, $.95.									X	X	A
EGG THOUGHTS AND OTHER FRANCES SONGS, Hoban, Russell. Harper & Row Publishers, Inc., Scranton, PA 18512, 1972, Book, $3.50.	X		X						X	X	A
THE FRUIT BOOK, Overbeck Cynthia. Lerner Publications Co., 241 First Avenue North, Minneapolis, MN 55401, 1975, Book $3.95.	X	X	X	X			X				EMA
I LIKE FRUIT, Goldman, Ethel. Professional Health Media Services, Inc., Box 922, Loma Linda, CA 92354, 1969, Book, $3.95.	X		X				X				M
I LIKE VEGETABLES, Lerner, Sharon. Lerner Publication, Co., 241 First Avenue North, Minneapolis, MN 55401, 1967, Book, $3.95.	X	X	X	X	X	X	X	X			A
GREEN EGGS AND HAM, Dr. Seuss. Random House, Inc., 400 Hahn Road, Westminster, MD 21157, 1960, Book, $3.50.			X						X	X	M
CHICKEN SOUP WITH RICE, Sendak, Maurice. Scholastic Book Service, 906 Sylvan Avenue, Englewood Cliffs, NJ 07632, 1962, Book, $1.25.			X						X		A
BREAD AND JAM FOR FRANCES, Hoban, Russell. Scholastic Book Service, 906 Sylvan Avenue, Englewood Cliffs, NJ 07632, 1964, Book, $.95.	X		X	X				X	X	X	M
IN THE NIGHT KITCHEN, Sendak, Maurice. Harper & Row, Inc., Scranton, PA 18512, 1970, Book, $8.95.	X			X							A
PLUM PIE, Read, and Wise, J., Houghton Mifflin Co., N.Y., 1966.	X			X			X				M
LET'S GO CAMPING, Pope, Billy N., Taylor Publishing Co., P.O. Box 597, Dallas, Texas 75221, c. 1967.	X		X	X	X				X	X	M

Title of Book, Author Publication Information	1	2	3	4	5	6	7	8	9	10	Level
LET'S GO TO THE SUPERMARKET, Pope, Billy N., Taylor Publishing Co., P.O. Box 597, Dallas, Texas, 75221, c. 1966.	X		X				X			X	M
LET'S VISIT A BAKERY, Pope, Billy N., Taylor Publishing Co., P.O. Box 597, Dallas, Texas 75221, c. 1969.	X		X	X			X			X	M
LET'S VISIT A FARM, Pope, Billy N., Taylor Publishing Co., P.O. Box 597, Dallas, Texas 75221, c. 1967	X	X			X						M
LET'S VISIT A DAIRY, Pope, Billy N.,Taylor Publishing Co., P.O. Box 597, Dallas, Texas 75221, c. 1967	X	X		X					X		
BLUEBERRIES FOR SAL, McCloskey, Robert. The Viking Press, 625 Madison Ave., N.Y. 10022, 1948	X		X		X		X		X		M
THE BUNNY WHO KNEW ALL ABOUT PLANTS, Moncure, Jane, The Child's World, Inc., 1975.		X									M
WHO GOES THERE IN MY GARDEN, Collier, Ethel, Young Scott Books, N.Y., 1963	X	X									M
A SUMMER DAY ON THE FARM, Wood, Lucille, Bowman Publishing Co., 622 Rodier Drive, Glendale, Calif. 91201	X	X			X						M
FRUIT IS RIPE FOR TIMOTHY, Rothschild, Alice, Young Scott Books, N.Y., 1963	X	X	X	X			X		X	X	M
A BOX TIED WITH A RED RIBBON, Jaynes, Ruth, Bowmar Publishing Co., 622 Rodier Dr., Glendale, Calif. 91201, c. 1968	X	X	X	X			X		X	X	E
GOODBYE, KITCHEN, Kahtrowitz, M., Parents' Magazine Press, N.Y. c. 1972	X			X	X		X		X		A
THE LITTLE RED HEN, Begley, Evelyn, Golden Press, Western Publishing Co., Racine, WI 1973	X	X	X	X	X		X		X	X	M
EMILY'S MOO, Gergely, Tibor, Golden Press, Western Pub. Co., Racine, WI, 1969		X									M
EVERYBODY HAS A HOUSE AND EVERYBODY EATS, Green, Mary M., Young Scott Books, Reading, Mass. 01867, 1961	X	X	X		X		X		X		M
WHERE IS IT?, Hoban, Tana. Macmillan Publishing Company, Inc., 866 Third Avenue, New York, NY 10022 Book, 1974, Book, $5.95.	X	X	X		X		X				E
KIM LIKES TO EAT; FOOD HELPS KIM GROW: KIM REMEMBERS TO WASH: KIM HELPS CARE FOR FOOD, Yakima Home Economics Association, P.O. Box 2424, Yakima, WA 98902, 1973, Book-series of 4, $.50 each ($2.00).	X				X	X		X	X		M

Title of Book, Author Publication Information	1	2	3	4	5	6	7	8	9	10	Level
LET'S EAT, Fujikawa, Gyo. Zokeisha Publications Ltd., Grosset & Dunlap, 1975, $2.95	X		X	X	X			X	X	X	E
LET'S GROW A GARDEN, Fujikawa, Gyo. Zokeisha Publications Ltd., Grosset & Dunlap, 1978, $2.95	X	X	X		X		X				
FROM SEED TO JACK O'LANTERN, Johnson, Hannah, L. Lothrop, Lee & Shepard Co., 105 Madison Ave., New York, N.Y. 10016, 1974	X	X	X	X					X	X	M
VEGETABLES FROM STEMS & LEAVES, Selsam, Millicent E., William Morrow & Co., Inc., 105 Madison Ave., N.Y., N.Y. 10016, c. 1972	X	X					X			X	A
CRANBERRY THANKSGIVING, Devlin, Wende and Harry, Parents' Magazine Press, N.Y., 1971	X	X	X						X	X	A
I LIKE A WHOLE ONE, Rudolph, Marguerita, McGraw-Hill Book Co., New York, 1968	X		X	X			X		X		M
TELL ME ABOUT THE COWBARN, DADDY, Merrill, Jean, Young Scott Books, N.Y., 1963	X	X			X			X			A
THE FARMER AND HIS COES, Floethe, Louise and Richard. Charles Scribner's Sons, Shipping & Service Center, Vreeland Avenue, Totowa, NJ 07512, 1957, Book, $5.95	X	X						X	X	X	A
GUSTAV THE GOURMET GIANT, Gaeddert, LouAnn. Dial Press, P.O. Box 5074, Church Street Station, New York, NY 10249, 1976, Book, $1.80.	X	X	X	X				X	X	X	A
SCRAMBLED EGGS SUPER, Random House, Inc., 400 Hahn Road, Westminster, MD 21157, 1953, Book, $4.95.	X	X								X	A
THE GROWING STORY, Krauss, Ruth. Harper & Row, Inc., Scranton, PA 18512, 1947, Book, $8.95.					X						M
THE MAGIC COOKING POT, Towle, Faith M. Houghton Mifflin Co., Wayside Road, Burlington, MA 08103, 1975, Book, $6.95.		X		X	X		X		X	X	A
THE VERY HUNGRY CATERPILLAR, Carle, Eric. William Collins Publishers, Inc., 2080 W. 117th Street, Cleveland, OH 44111, 1970, Book, $3.91	X	X	X	X	X	X	X	X	X	X	M
WHAT IS A FRUIT?, Day, Jennifer. Golden Press, Western Publishing Company, Inc., 150 Parish Drive, Wayne, NJ 07470, 1976, Book, $6.08 ($3.95 to schools and libraries).	X	X	X	X	X						M

Title of Book, Author Publication Information	1	2	3	4	5	6	7	8	9	10	Level
TEN APPLES UP ON TOP, LeSieg, Theo. Random House, Inc., 400 Hahn Road, Westminster, MD 21157, 1961, Book, $3.50.			X				X				E
WHAT DO ANIMALS EAT?, Gross, Ruth Belov. Scholastic Book Service, 906 Sylvan Avenue, Englewood Cliffs, NJ 07632, 1971, Book $.95	X	X			X				X		M
THE BIG HONEY HUNT, Berenstein, Stanley and Janice. Random House, Inc., 400 Hahn Road, Westminster, MD 21157, 1962, Book, $3.50		X	X						X	X	M
HOW TO MAKE A POSSUM'S HONEY BREAD, Stevens, Carla. The Seabury Press, Inc., 815 Second Avenue, New York, NY 10017, 1975, Book, $6.50.			X	X					X	X	A
YUMMERS, Marshall, James. Houghton Mifflin Company, Wayside Road, Burlington, MA 08103, 1973, Book, $5.95.	X		X		X			X	X	X	M
SNIPP, SNAPP, SNURR AND THE BUTTERED BREAD, Lindman, Maj. Albert Whitman & Company, 560 W. Lake Street Chicago, Illinois 60606, 1943, Book, $5.25.	X	X	X	X			X			X	M
BLUE BUG'S VEGETABLE GARDEN, Poulet, Virginia. Children's Press, 1224 West Van Buren Street, Chicago, IL 60607, 1973, Book, $5.50	X	X	X				X				E
STONE SOUP, McGovern, Ann. Scholastic Book SErvices, 904 Sylvan Avenue, Englewood Cliffs, NJ 07632, 1968, Book, $.95.	X		X	X	X		X	X		X	
WALTER THE BAKER, Carle, Eric. Alfred A. Knopf, Subs. of Random House, Inc., 400 Hahn Road, Westminster, MD 21157, 1972, Book, $5.69.				X			X		X	X	A
WINNIE-THE-POOH MEETS GOPHER, Milne, A. Western Publishing Company, Inc. 150 Parish Drive, Wayne, NJ 07470, 1972, Book, $4.57.			X			X			X	X	M
PANCAKES, PANCAKES, Carle, Eric. Alfred A. Knopf, Inc., Subs. of Random House, Inc., 400 Hahn Road, Westminster, MD 21157, 1970, Book, $1.25.	X	X	X	X				X	X	X	M
IS THIS MY DINNER?, Black, Irma Simonton. Albert Whitman & Company, 560 W. Lake Street, Chicago, IL 60606, 1972, Book, $5.50	X		X		X			X	X	X	E-M

THE NUTRITION EDUCATION AND TRAINING PROGRAM OF THE U.S. DEPARTMENT OF AGRICULTURE IS AN EQUAL OPPORTUNITY PROGRAM AVAILABLE TO ALL INDIVIDUALS REGARDLESS OF RACE, COLOR, NATIONAL ORIGIN, AGE, SEX OR HANDICAP. PERSONS WHO BELIEVE THEY HAVE BEEN DENIED EQUAL OPPORTUNITY FOR PARTICIPATION, MAY WRITE TO THE SECRETARY OF AGRICULTURE, WASHINGTON, D.C. 20250

LESSON PLANS AND OBJECTIVES

1. Lesson plans help to organize and record learning experiences in the classroom. They specify what will be taught (concept), why it will be taught (objective), when and where it will be taught (subject area), and how it will be taught (activity/materials). Lesson plans are also records of successful learning experiences, and they provide directions for where to go next (extension/follow-up).

2. The format provided here is one way to record lesson plans. Any lesson plan format is appropriate as long as it provides information wanted and needed by your center staff, and as long as it answers the five questions: What? Why? When? Where? How?

3. A note about objectives: The objective is the aim or goal of the learning experience as it relates to the concept. A behavioral objective is written in a way that indicates what the student will be able to do after completion of the learning experience. There are three main advantages of using behavioral objectives:
   1) It is easier to choose appropriate activities if you know what results are wanted.
   2) Evaluation of activities is automatic--simply see if the child can do what is stated in the objective.
   3) Nutrition education is more than teaching information. We want children to eventually have good eating habits or behaviors. Therefore, we must start defining what those behaviors are.

   The distinguishing feature of a behavioral objective is that it contains an action verb specifying what the student will be able to do. The verb indicates a behavior which you can measure. Which is the behavioral objective?
   1) The child will know the difference between plant and animal foods.
   2) The child will be able to name 5 plant foods and 5 animal foods.

4. Re-state the following objectives in behavioral terms.

   a) The child will understand that food helps him/her grow and stay healthy.

   b) The child will learn to appreciate new foods.

   c) The child will successfully cook his/her own breakfast following pictorial recipe directions.

SAMPLE LESSON PLAN

CONCEPT: Plants are sources of food

SUBJECT(S): Science, language arts, fine motor

ACTIVITY: Carrots

EASY (2's)	MODERATE (3-4)	ADVANCED (5-
OBJECTIVE: Given teacher demonstration, the child will thoroughly wash carrots for snack.	OBJECTIVE: After hearing the story, The Carrot Seed, the child will correctly answer 3 questions about it.	OBJECTIVE: Upon completion lesson, the child will correct the part of the plant that is (root).
ACTIVITY: The teacher will take freshly pulled carrots (tops still attached) and demonstrate method of cleaning by washing. With teacher assistance, children will thoroughly wash and rinse carrots in preparation for snack.	ACTIVITY: The teacher will read The Carrot Seed by Ruth Kraus to the children. He/she will then ask the following questions: 1. What did the little boy plant? (carrot seed) 2. What did the little boy do every day? (sprinkled the ground with water) 3. What finally grew? (carrot) Children will then be encouraged to act out story, using props and record.	ACTIVITY: Using the plant p flannelboard and appropriate pieces, the teacher will discu children various foods we eat the plant they come from. (e. root). He/she will then ask " of the plant do carrots, potat beets come from?"
MATERIALS: carrots dishpan(s) or water table vegetable brushes sink (with running water)	MATERIALS: book: The Carrot Seed by Ruth Kraus props for retelling: hats for father, mother, big brother, boy watering can record/tape of The Carrot Seed	MATERIALS: poster of plants and parts we flannelboard flannelboard stand Instructo flannelboard materi felt vegetables, fruits, nuts
TIME: 15-20 minutes	TIME: 15 minutes (30 min. for acting out story)	TIME: 15-20 minutes

EXTENSION: paint with carrot tops, plant carrot seeds, eat carrots for snack, string carrot necklaces, count carrot counters!

PARENT FOLLOW-UP: prepare carrots at home--for meals, snacks; plant carrots in garden; re-read The Carrot Se sprout carrot tops in a "dish garden".

LESSON PLAN

CONCEPTS:

SUBJECT(S):

ACTIVITY:

EASY	MODERATE	ADVANCE
OBJECTIVE:	OBJECTIVE:	OBJECTIVE:
ACTIVITY:	ACTIVITY:	ACTIVITY:
MATERIALS:	MATERIALS:	MATERIALS:
TIME:	TIME:	TIME:

EXTENTION:

PARENT FOLLOW-UP:

LESSON PLAN

CONCEPTS:

SUBJECT(S):

ACTIVITY:

EASY	MODERATE	ADVANCE
OBJECTIVE:	OBJECTIVE:	OBJECTIVE:
ACTIVITY:	ACTIVITY:	ACTIVITY:
MATERIALS:	MATERIALS:	MATERIALS:
TIME:	TIME:	TIME:

EXTENTION:

PARENT FOLLOW-UP:

WORKING WITH PARENTS

1. Help make parents aware of how they directly and indirectly influence their children's eating habits by:

   --mealtime atmosphere in the home.
   --foods made available for meals and snacks.
   --their own willingness to try new foods.
   --their own reactions to less preferred foods.
   --allowing children to choose certain foods and to determine serving sizes.
   --praising good food habits rather than criticizing poor ones.

2. Provide workshops, programs, newsletters, and other information sharing activities which speak to parents' needs and concerns. Parents who are not interested in nutrition or nutrition education are almost always concerned about what and how much food their children eat. Provide:

   --reliable information sources and other resources.
   --information on normal eating behavior for preschoolers.
   --behavior modification techniques which foster good eating habits.
   --techniques for dealing with common feeding problems (food jags, satisfying a sweet tooth, etc.).
   --guidelines to determining what is a food fad and what is not.
   --information on community food resources:
      a) County Extension Services
      b) Food Stamps
      c) Special Supplementary Food Program for Women, Infants, and Children (W.I.C.)
      d) Public Health Department Services
      e) Diet Groups
   --joint parent-child programs to give parents first hand experience in working with feeding problems or in learning food activities.
   --rewards and incentives for attending meetings and helping with center activities:
      a) serve food at meetings. (Remember to set a good example!)
      b) provide child care at all meetings and programs.
      c) deduct from regular center charges when parents volunteer their services.

3. Use some old and new methods of sharing information between home and center by:
   --using parent letters to pass on nutrition information and to tell parents how classroom food activities can <u>easily</u> be reinforced at home.
   --sending home weekly menus. This helps parents plan home meals. The back of the menu is a perfect place for nutrition information and favorite center recipes!
   --sending simple mimeographed worksheets for the parents and children to do together.
   --having recipe exchanges.
   --providing mimeographed versions of the picture recipes used in the classroom

4. Start a lending library that includes books on food and nutrition for both adults and children.

5. Use the parents' corner or bulletin board for:
   --menus
   --recipes
   --idea exchanges ("I have a problem finding a recipe for liver that my family likes. Can someone help?")

6. Parent discussion groups facilitate home/center interaction. Use them to:
   --solve common problems, including those about foods and eating habits.
   --help plan center menus.
   --show how classroom atmosphere, equipment and activities can be modified and implemented at home.

7. Keep records of individual interactions with parents and successful group activities.

Parents,

Please help your child to circle all foods that come from plants.

pumpkin

pork chop

peanut butter

broccoli

eggs

tomato

orange juice

sausages

cheese

corn

peas

bacon

chicken leg

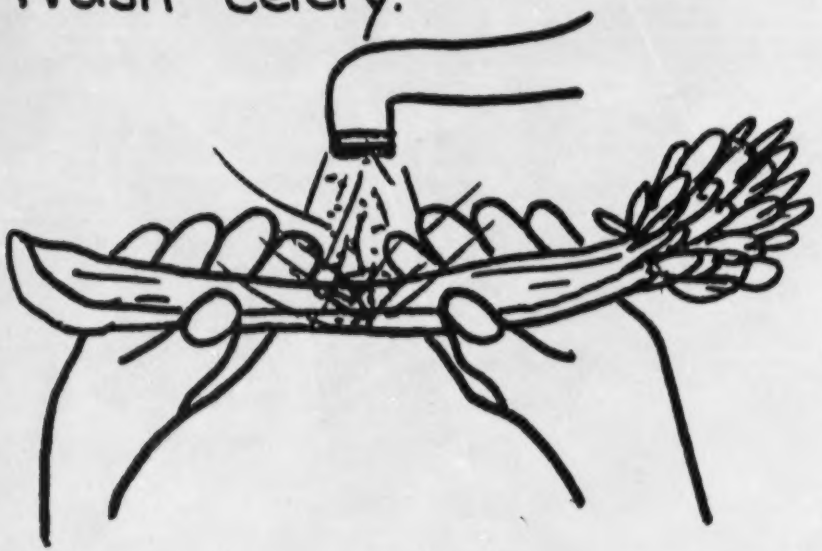
applesauce

bread

potato

Celery Logs

Wash celery.

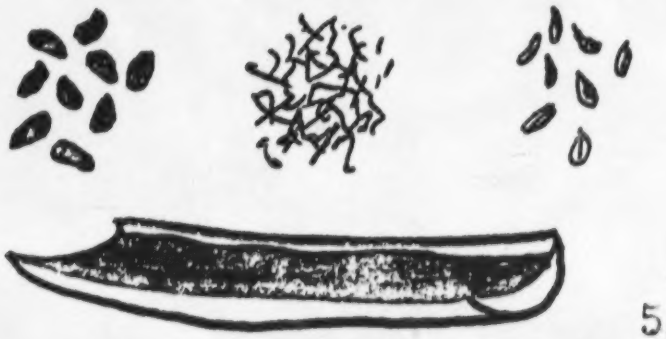


2. Cut celery into 3 pieces.

Spread celery with peanut butter.

4. Sprinkle with

raisins or grated carrots or sunflower seeds



CRITERIA FOR EVALUATION OF NUTRITION EDUCATION MATERIALS FOR USE IN THE PRE-SCHOOL CLASSROOM

1. Is the material appropriate for preschool children?

   a) Are the materials developmentally appropriate for preschool children?
   b) Are the concepts presented appropriately for preschoolers?
   c) Is the vocabulary appropriate?
   d) Are the materials realistic? entertaining? colorful? of interest to children?
   e) Is the length appropriate for the age of the child?
   f) Does the material relate to the children's previous experiences?

2. Is the content suitable?

   a) Is the nutrition information accurate?
   b) Is the emphasis on a positive (rather than a negative) approach to foods and nutrition?
   c) Does the material motivate the child to learn more about foods and nutrition?
   d) Are the concepts presented in a logical manner?
   e) Can the materials be modified if necessary to suit the particular needs of the children?
   f) Is the material activity oriented?
   g) If other materials are needed for the activities, can they be easily obtained or made?
   h) Is evaluation built in?

3. Can the materials be used easily by your personnel in your classroom situation?

   a) What degree of nutrition knowledge is required by the implementor of the material?
   b) Is necessary additional nutrition information provided for the implementation?
   c) Does the material provide a guide for usage?
   d) Does the material offer other resources for further investigation of the subject?
   e) If other materials are needed for activities, can they be obtained or made easily?
   f) Is the material appropriate for use in your setting?
   g) Has the material been reviewed by a professional group? (Reviews of many nutrition education materials can be found in the Journal of Nutrition Education, Journal of the American Dietetic Association, and the Journal of Home Economics.)

NUTRITION RESOURCE LIST

TI = Technical Information
TM = Technical Materials
CM - Classroom Materials
RP - Resource People

1. American Dental Association — TI, TM, CM
   211 East Chicago Avenue
   Chicago, Illinois 60611

2. American Home Economics Association — TI, TM, CM
   2010 Massachusetts Ave. N.W.
   Washington, D.C. 20036

3. American Dietetic Association — TI, TM
   430 Michigan Avenue
   Chicago, Illinois 60611

4. American School Food Service Assoc. — TI, TM
   4101 E. Iliff Avenue
   Denver, Colorado 80222

5. Consumer Information Center — TI, TM
   Consumer Information Catalogue
   Pueblo, Colorado 81009

6. Cooperative Extension Service — TI, TM, CM, RP
   Home Economics Office
   See Yellow Pages under
   "County Government for
   individual addresses

7. Dairy Council of Wisconsin, Inc. — TI, TM, CM, RP
   Executive Office
   12345 W. Capitol Dr.
   Milwaukee, Wisconsin 53222

8. Food and Nutrition Information Center — TI, TM, CM
   National Agricultural Library
   U.S.D.A.
   10301 Baltimore Blvd.
   Beltsville, Md 20705

9. Nutrition Foundation — TI, TM, CM
   888 17th Street, N.W.
   Washington, D.C. 20006

10. Nutrition Information and Resource Center — TI, TM
    Beecher-Dock House
    The Pennsylvania State University
    University Park, Pa. 16802

11. Society for Nutrition Education — TI, TM, CM
    2140 Shattuck Avenue
    Suite 1110
    Berkeley, CA 94704

12. U.S.D.A. - State of Wisconsin — TI, TM, CM
    801 West Badger Rd.
    Madison, WI 53713

13. U.S. Public Health Service — TI, TM
    Indian Health Service
    9A South Brown Street
    P.O. Box 437
    Rhinelander, WI 54501

14. W.I.C. (Women, Infants, and Children) Program — TI, TM
    125 West Doty
    Madison, WI 53703

15. Wisconsin Dept. of Public Instruction — TI, TM, RP
    Food and Nutrition Services Section
    126 Langdon Street
    Madison, WI 53702

16. Wisconsin Dept. of Health & Social Services — TI
    Division of Nutrition
    P.O. Box 309
    Madison, WI 53701
    (The state office will direct you to
    your District Nutritionist)

17. Wisconsin Home Economics Association — TI
    P.O. Box 507
    Madison, WI 53701

18. University of Wisconsin-Stout — TI, TM, RP
    Food and Nutrition
    School of Home Economics
    Menomonie, WI 54751

Other U.W. Campuses which have food and nutrition departments:

a) U.W.-Green Bay
   College of Human Biology
   Green Bay, WI 54302

b) U.W.-LaCrosse
   Health Education Dept.
   LaCrosse, WI 54601

c) U.W.-Madison
   Health Education, School of Education
   Madison, WI 53706

d) U.W.-Milwaukee
Home Economics Office
997 Enderis Hall
Milwaukee, WI 53201

e) UW-Stevens POint
School of Home Economics
Stevens Point, WI 54481

19. Wisconsin Dietetic Association TI, RP
Wisconsin School Food Service Association
These organizations have no permanent addresses. Information about current officers and activities can be obtained from U.W.-Stout. (#18)

EQUIPMENT AND SUPPLY COMPANIES THAT FEATURE EARLY LEARNING MATERIALS

ABC SCHOOL SUPPLY INC.
437 Armour Circle N.E.
Atlanta, Georgia 30324

BECKLEY-CARDY SERVICE
16306 Glendale Drive
P.O. Box 469
New Berlin, Wisconsin 53151

BOWMAR
4563 Colorado Blvd.
Los Angeles, California 90039

CHILDCRAFT EDUCATION CORPORATION
20 Kilmer Road
Edison, New Jersey 08817
1-800-631-5657

COMMUNITY PLAYTHINGS
Rifton, New York 12471

CONSTRUCTIVE PLAYTHINGS
1040 East 85th Street
Kansas City, Missouri 64131
1-800-821-3482

CREATIVE PLAYTHINGS
A Division of Columbia
Broadcasting Systems, Inc.
Princeton, New Jersey 08540

D.L.M.
7440 Natchey Ave.
Niles, Illinois 60648

EDMUND SCIENTIFIC CO.
300 Edscorp
Barrington, New Jersey 08007

EDUCATIONAL SERVICES, INC.
P.O. Box 219
Stevensville, MI 49127

E.T.A. EDUCATIONAL TEACHING
AIDS DIVISION
A. Daigger and Company
159 W. Kinzie Street
Chicago, Illinois 60610

FISHER PRICE TOYS
East Aurora
Erie County
New York, New York 14052

GENERAL LEARNING CORP.
Educational Aids
Morristown, New Jersey 07960

IDEAL SCHOOL SUPPLY COMPANY
11000 South Lavergne Avenue
Oak Lawn, Illinois 60453

JUDY COMPANY
250 James Street (Sales Office)
Morristown, New Jersey 07960

KAPLAN SCHOOL SUPPLY CORPORATION
600 Jonestown Rd.
Winston-Salem, North Carolina 27103
1-800-334-1980

KENNER PRODUCTS
Cincinnati, Ohio 45202

MCGRAW-HILL BOOK COMPANY
(Educational Games and Aids)
Educational Games and Aids Division
330 West 42nd Street
New York, New York 10042

NASCO
901 Janesville Avenue
Ft. Atkinson, Wisconsin 53538
1-800-558-9595
(Wis. 1-800-242-9587)

NOVO
Educational Toy & Equipment
11 Park Place
New York, New York 10007

NURSERY TIME PRODUCTS
2315 Sherwood Hills Road
Mankato, Minnesota 55343

PLAYLEARN PRODUCTS
Division of Playground Corp.
of America
2298 Grisson Drive
St. Louis, Missouri 63141

PLAYSCHOOL
3720 North Kedzie Ave.
Chicago, Illinois 60618

SCHOLASTIC BOOK SERVICES
Scholastic Audio-Visual Materials
906 Sylvan Ave.
Englewood Cliffs, N.J. 07632

S.R.A.
Science Research Associates, Inc.
a Subsidiary of IBM
259 E. Erie Street
Chicago, Illinois 60611

ST. PAUL BOOK & STATIONERY
A Lakeshore Curriculum Materials
Center
1233 W. County Rd. "E"
St. Paul, Minnesota 55112
1-800-328-9555
(Minn. 1-800-592-9522)

THE CHILD'S WORLD
P.O. Box 681
Elgin, Illinois 60120

THE INSTRUCTO CORP.
159 Cedar Hollow Rd.
Paoli, Pennsylvania 19301

3 TO 7 PLAYWAYS
St. Paul Book and Stationery Co.
1233 W. County Rd. "E"
St. Paul, Minnesota 55112

TONKA TOYS DIVISION
Tonka Corporation
5300 Shoreline Blvd.
Mound, Minnesota 55364

WESTON WOODS
Weston, Connecticut 06883